

CAINHOY ELEMENTARY/ MIDDLE

2424 Cainhoy Road
Huger, SC 29450

GRADES K-8 Elementary School

ENROLLMENT 474 Students

PRINCIPAL Anthony J. Rose 843-899-8966

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-899-8602

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	61	44	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

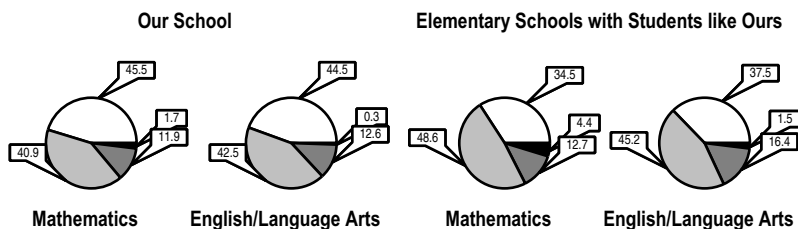
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	28	46	56
Percent satisfied with learning environment	57.1%	78.3%	75.0%
Percent satisfied with social and physical environment	50.0%	91.3%	72.7%
Percent satisfied with home-school relations	35.7%	80.4%	78.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	319	99.1	44.5	42.5	12.6	0.3	13.0	17.6
Gender								
Male	166	98.2	49.7	39.9	9.8	0.7	10.5	17.6
Female	153	100.0	39.2	45.3	15.5	N/A	15.5	17.6
Racial/Ethnic Group								
White	32	96.9	41.4	44.8	10.3	3.4	13.8	17.6
African-American	286	99.3	45.0	42.1	12.9	N/A	12.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	249	99.2	35.4	48.1	16.0	0.4	16.5	17.6
Disabled	70	98.6	78.1	21.9	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	319	99.1	44.3	42.7	12.7	0.3	13.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	319	99.1	44.3	42.7	12.7	0.3	13.0	17.6
Socio-Economic Status								
Subsidized meals	275	99.3	47.3	41.5	11.2	N/A	11.2	17.6
Full-pay meals	44	97.7	25.0	50.0	22.5	2.5	25.0	17.6

Mathematics								
All students	319	100.0	45.5	40.9	11.9	1.7	13.5	15.5
Gender								
Male	166	100.0	47.7	38.7	12.3	1.3	13.5	15.5
Female	153	100.0	43.2	43.2	11.5	2.0	13.5	15.5
Racial/Ethnic Group								
White	32	100.0	31.0	51.7	13.8	3.4	17.2	15.5
African-American	286	100.0	47.3	39.9	11.4	1.5	12.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	249	100.0	38.2	45.8	13.9	2.1	16.0	15.5
Disabled	70	100.0	72.3	23.1	4.6	N/A	4.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	319	100.0	45.4	41.1	11.9	1.7	13.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	319	100.0	45.4	41.1	11.9	1.7	13.6	15.5
Socio-Economic Status								
Subsidized meals	275	100.0	48.5	39.3	10.7	1.5	12.2	15.5
Full-pay meals	44	100.0	25.0	52.5	20.0	2.5	22.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing		% Tested		% Below Basic		% Basic		% Proficient		% Advanced		% Proficient and Advanced	
		English/Language Arts													
2002	Grade 3	48	N/A	10.9	58.7	30.4	N/A	30.4							
	Grade 4	49	N/A	22.4	51.0	26.5	N/A	26.5							
	Grade 5	51	N/A	50.0	38.0	12.0	N/A	12.0							
	Grade 6	52	N/A	38.5	42.3	17.3	1.9	19.2							
	Grade 7	68	N/A	47.8	37.3	11.9	3.0	14.9							
	Grade 8	50	N/A	60.0	34.0	6.0	N/A	6.0							
2003	Grade 3	43	97.7	47.5	35.0	17.5	N/A	17.5							
	Grade 4	54	98.1	26.5	59.2	14.3	N/A	14.3							
	Grade 5	51	100.0	36.0	48.0	16.0	N/A	16.0							
	Grade 6	52	100.0	46.0	34.0	18.0	2.0	20.0							
	Grade 7	48	97.9	48.9	46.7	4.4	N/A	4.4							
	Grade 8	71	100.0	58.2	34.3	7.5	N/A	7.5							

Mathematics								
2002	Grade 3	48	N/A	29.8	44.7	23.4	2.1	25.5
	Grade 4	49	N/A	34.7	38.8	18.4	8.2	26.5
	Grade 5	51	N/A	47.1	35.3	15.7	2.0	17.6
	Grade 6	52	N/A	46.2	44.2	7.7	1.9	9.6
	Grade 7	68	N/A	55.2	29.9	7.5	7.5	14.9
	Grade 8	50	N/A	60.0	40.0	N/A	N/A	N/A
2003	Grade 3	43	100.0	53.7	36.6	9.8	N/A	9.8
	Grade 4	54	100.0	32.7	42.9	20.4	4.1	24.5
	Grade 5	51	100.0	42.0	46.0	10.0	2.0	12.0
	Grade 6	52	100.0	40.0	40.0	18.0	2.0	20.0
	Grade 7	48	100.0	54.3	30.4	13.0	2.2	15.2
	Grade 8	71	100.0	50.7	46.3	3.0	N/A	3.0

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 474)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.4%	Down from 4.5%	3.1%	2.4%
Attendance rate	95.3%	Down from 95.4%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	7.7%	Down from 8.3%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.3%	Down from 17.5%	8.3%	8.0%
Older than usual for grade	6.8%	Down from 7.1%	2.7%	1.1%
Suspended or expelled	0.2%	Down from 3.5%	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	48.8%	Down from 52.3%	47.4%	50.0%
Continuing contract teachers	76.7%	Up from 72.7%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.7%	Down from 86.8%	81.8%	86.2%
Teacher attendance rate	91.3%	Down from 91.7%	94.9%	95.3%
Average teacher salary	\$40,552	Up 6.0%	\$39,015	\$39,909
Prof. development days/teacher	7.5 days	Down from 11.2 days	13.5 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	13.8 to 1	Down from 18.7 to 1	17.2 to 1	18.9 to 1
Prime instructional time	85.7%	No change	88.5%	89.7%
Dollars spent per pupil*	\$7,821	Up 41.0%	\$6,451	\$5,892
Percent spent on teacher salaries*	56.0%	Down from 62.4%	65.8%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	97.7%	Up from 78.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was the second year for the newly consolidated Cainhoy Elementary/Middle School. Last year the key word was change. Along with consolidation the school received a new administrative team, an arts infusion grant, and a new group of teachers at the middle level. The school also started a building program.

This year the key word is cooperation. We saw cooperation early in the year as parents joined the PTA to show their support. We had approximately thirty candidates express interest in running for five PTA offices. The Cainhoy PT A received an award for having a 427 percent increase in membership for the 2002-2003 school year.

There has to be cooperation between the home and the school in order for students to receive a first-class education. Teachers initiated the cooperation through communication. Parents were invited to visit the classrooms. Teachers communicated with parents via positive phone calls and Friday Folders. Our parents appreciated receiving good news from school about their children. With the Friday Folders parents don't have to wait for report cards to find out how their child is performing at school.

As the construction schedule progressed it began to impact the daily operation of the school. I praise the teachers for cooperating with the imposing but necessary construction schedule. Classrooms were moved. Teachers were asked to share spaces and responded with grace. They were professionals in dealing with these problems and all of the other inconveniences encountered while going through major construction during the school year.

I am excited about what I see happening here at Cainhoy. I look forward to this year as we continue our efforts of establishing and maintaining Cainhoy as "A First-Class School."

Anthony J. Rose, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.